

Abbots Hall Primary Academy



Equality Policy

Agreed by Governors: **December 2025**

Signed: _____

Next Review Date: **December 2029**

Version control

Date	Version no.	Key changes from previous version
11/2017	V1	Original policy
11/2021	V2	References to OPAL Assistant to Deputy Headteacher
12/2025	V3	Minor changes

Equality Policy

INTRODUCTION

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education. The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' employees might have. They are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex (gender)
9. Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Abbots Hall Primary Academy. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

PURPOSE

Following the spirit of the school's development plan, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

OBJECTIVES

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

THE LAW

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristic. The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the Headteacher will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

DIRECT AND INDIRECT DISCRIMINATION

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. Where doubt exists, then reference should be made to either the Headteacher or the Chair of Governors.

STAFF

The school values diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguard children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

IDENTIFICATION

Teaching staff and school helpers will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour. In instances of unacceptable or inappropriate behaviour suitable counselling will be given at the time but repeated abuse will be recorded for discussion with the Headteacher, parents and governing body. Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law. This document and others relevant to standards of behaviour (e.g. Behaviour for Learning Policy) will be available on the school website for reading by the governing body and staff. An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school. Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances. The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

POSITIVE ACTION

Unlike positive discrimination, which is unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Role playing is seen as an essential means to address the issues raised in this area.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community. Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern.

Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher. However, records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher and parents. Parents who are unavailable/unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher or Deputy Headteacher - when a decision will be made as to involvement of the parents of the children concerned. In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident the governing body will be consulted, and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important.
- Summative assessments will be analysed to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

PRACTICE AROUND THE SCHOOL

- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year
- Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork

MANAGEMENT AND ORGANISATION

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor academic achievement by analysing SATs results and other relevant pupil data scores, including LA information, by sex, race & ethnicity.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability
- To devise schemes of playground use (i.e. OPAL) which avoid domination of space by any particular group
- To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences
- To ensure that any sanctions used in the school are the same for boys and girls and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that sexist and racist abuse is unacceptable

- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow [see Accessibility Policy]
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work
- To divide teacher time equitably between girls and boys
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

CURRICULUM PLANNING & DESIGN

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

ASSESSMENT

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

RESOURCES

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.

Abbots Hall Primary Academy

This appendix should be read alongside the school's Equality Policy. It provides annual information demonstrating how Abbots Hall Primary Academy has implemented its equality commitments and had regard to the three aims of the Public Sector Equality Duty during the 2025/26 academic year.

The school's approach is underpinned by its commitment to equality of opportunity, respect, compassion and responsibility and applies to pupils, staff, parents, governors and visitors.

1. Eliminating discrimination, harassment and victimisation

The school continued to promote an environment in which discrimination, harassment and victimisation are not tolerated. The commitments set out within the Direct and Indirect Discrimination, Identification, Positive Action, Daily Procedures, Involving Parents and Ethos sections of the Equality Policy were implemented through the school's behaviour, safeguarding, pastoral and curriculum arrangements.

Staff continued to challenge discriminatory language, behaviour, prejudice and stereotyping and to respond to concerns in accordance with school procedures. Where incidents or concerns were identified, these were recorded, investigated and addressed appropriately, with parents and other relevant parties involved where necessary.

The school continued to monitor behaviour and other relevant information to identify patterns or concerns relating to discrimination or unequal treatment.

Racist	Disability-related	Sex	Homophobic
26	1	0	0

The curriculum, assemblies and wider personal development programme continued to provide opportunities for pupils to understand prejudice, challenge stereotypes and develop respect for people with different characteristics, backgrounds and experiences.

For example, in our PSHE curriculum, all children in the Autumn term complete the unit 'Celebrating difference' and our literature throughout the curriculum is carefully chosen to reflect all people in society.

2. Advancing equality of opportunity

The school continued to seek to ensure that all pupils have an equal opportunity to achieve their potential and participate fully in school life, in accordance with the Purpose, Objectives, Practice Around the School, Management and Organisation, Classroom Practice, Assessment and Resources sections of the Equality Policy.

Attendance, attainment, progress, behaviour and participation were monitored through the school's established systems. Where differences between pupil groups or individual barriers were identified, these were considered through pupil progress, attendance, SEND, pastoral and school improvement processes and appropriate support or intervention was provided.

The school continued to provide reasonable adjustments and appropriate adaptations to enable pupils with SEND and disabilities to access learning, resources, activities and wider school opportunities.

		All children	PPG	SEN
End of Ks2 SATs Age-related	R	88%	86%	59%
	W	76%	71%	41%
	M	86%	86%	53%
Attendance		94.3%	89.9%	92.5%
Persistently absent		18%	29%	28.8%

The school also continued to promote equitable access to extracurricular activities, educational visits, pupil responsibilities, reading resources and other opportunities available to pupils. **This year 91% of pupils in receipt of PPG and 84% of children with SEN from year 1-6 took part in extra-curricular clubs/opportunities.**

Where individual pupils required additional support or reasonable adjustments, these were considered according to their individual circumstances rather than applying a uniform approach.

3. Fostering good relations

The school continued to promote positive relationships, mutual respect and understanding between pupils, staff, families and the wider community.

In accordance with the Objectives, Positive Action, Ethos, Classroom Practice and Curriculum Planning and Design sections of the Equality Policy, the curriculum and wider school experience provided opportunities for pupils to understand and respect different backgrounds, cultures, beliefs, identities and experiences.

Teaching and learning continued to challenge stereotypes and promote positive representations of different groups. The school's values of confidence, resilience, courage, respect, compassion and responsibility supported pupils in developing positive relationships and understanding their responsibilities towards others.

Assemblies, PSHE/RSE, curriculum activities and wider personal development opportunities were used to promote respect, cooperation, inclusion and understanding and to challenge prejudice.

For example, all children take part in the PSHE topic 'Being me in my world' which has a focus on belonging and emotional safety. In addition to this, the pupil school council is widely used to develop cooperation between pupils and staff.

The school continued to promote positive relationships with parents and the wider community and sought to ensure that all members of the school community felt welcomed and valued.

Statement	Agree or strongly agree
My child feels safe at this school	99%
The school responds well to any concerns I raise	97%
I would recommend this school to another parent	100%

4. Equality in decision-making and monitoring

Equality considerations continued to inform the development and review of school policies and decisions affecting pupils, families and staff.

The Success Criteria and Management and Organisation sections of the Equality Policy identify attendance, punctuality, absence, pupil interaction, attainment and other pupil data as areas for monitoring. These

were considered through the school's existing leadership, assessment, attendance, behaviour, SEND and governance arrangements.

Where monitoring identified potential barriers or differences between groups, these were considered and, where appropriate, actions were incorporated into intervention, provision or school improvement planning.

Equality and accessibility were also considered when reviewing policies and making decisions that could affect access to education, school activities or wider participation.

This year, the school has invested in creating sensory spaces in multiple places in the school that are used by a wide range of children for their SEND, sensory or emotional needs. The school has also increased its dedicated SENCO hours to reflect the growing need in needs in school. In addition to this, the school changed its senior leadership structure to reflect the senior role that the SENCO plays in all school-wide decision making.

The school continued to monitor the effectiveness of its equality arrangements and used relevant information to inform future priorities.

5. Progress against Equality Objectives 2025–2028

The school continued to implement its published Equality Objectives 2025–2028 during 2025/26.

Progress towards the objectives was monitored through the school's existing leadership, assessment, attendance, SEND, behaviour and school improvement arrangements.

Objective 1: Reduce the difference in attendance between pupils eligible for the Pupil Premium Grant (PPG) and non-PPG pupils.

The school introduced half-termly emails this year to celebrate those children with high attendance and remind families of the importance of school attendance.

Objective 2: Ensure that pupils with SEND make progress in line with or above national peer expectations.

Pupils in year 6 with SEND achieved well in their Ks2 SATs. On average, their was 16% higher than national SEND in reading, 8% higher in writing and 5% higher in maths.

Objective 3: Ensure recruitment and professional development processes support equal opportunities for all staff.

The school continues to ensure that all have equal opportunities to professional development. The school processes 3 flexible working requests during the year – two were accepted and one was accepted with alterations.

Objective 4: Promote positive attitudes and understanding of diversity through the curriculum.

Pupil voice this year demonstrates a strong understanding by pupils across all year groups of understanding and respect for others. This year, the school's PSHE curriculum was updated in line with changes to legislation.

Where further work was identified, this has been incorporated into the school's priorities for 2026/27.

6. Priorities for 2026/27

During 2026/27, the school will continue to implement its Equality Policy and Equality Objectives and will use existing school information to identify and address any barriers to equality of opportunity.

The school will continue to:

- monitor attendance, attainment, progress, behaviour and participation by relevant pupil groups;
- ensure that pupils with SEND and disabilities receive appropriate support and reasonable adjustments;
- challenge discrimination, harassment, prejudice and stereotyping;
- promote positive relationships, respect and understanding through the curriculum and wider school life;
- consider equality and accessibility when reviewing policies and making significant decisions; and
- monitor progress against the school's Equality Objectives 2025–2028.

The school will use the outcomes of this monitoring to inform its ongoing school improvement and equality work.

Next annual update: 2026/27